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| Unit Title: Sorting and Classifying | Pacing (Duration of Unit): 5 weeks |

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| **Desired Results** |

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| **Transfer Goals** |
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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**   * **PK.MD.MA.3: Sort, categorize and classify objects by more than one attribute.** * PK.MD.MA.1: Recognize the attributes of length, area, weight and capacity of everyday objects using appropriate vocabulary (e.g. long, short, tall, heavy, light, big, small, wide, narrow). * PK.MD.MA.2: Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * All objects have attributes. * All objects can be sorted, categorized, classified, and compared by their attributes. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * Why do objects have attributes? * How might attributes help us? * Why do we sort, categorize, classify, and compare objects? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That objects have attributes. * The appropriate vocabulary to describe the attributes of everyday objects. * That objects can be sorted, categorized and classified. * That objects can be compared by their attributes.   **Key Academic Vocabulary:**   * Sort * Classify * Categorize * Compare * Attributes | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Recognizing and labeling everyday objects by their attributes. * Using the appropriate vocabulary to describe the attributes of objects. * Sorting, categorizing and classifying objects by more than one attribute. * Comparing objects by the attributes of length and weight. |

Resource Suggestions: